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ABSTRACT

In July 2002, the National Association of School Resource Officers (school-based police officers) administered a 52-item questionnaire to its members attending the Association's annual conference. The survey covered the officers' views on school security and safety. This report presents the results of that survey. A total of 658 surveys were completed. The survey was designed as a professional industry survey, not an academic research study based on rigorous scientific methods. The report contains detailed findings presented in text supplemented by 54 charts, graphs, and tables. Following are some of the key findings of the survey: 95 percent of school-based officers feel that their schools are vulnerable to a terrorist attack; 79 percent feel that schools within their districts are not adequately prepared to respond to a terrorist attack on their schools; a majority report that significant gaps exist in their school's security and that their school's crisis plans are inadequate and untested; a majority reported they have received limited training and minimal support from outside agencies; and a vast majority reported that administrators, teachers, and staff have received no terrorism-specific training, mainly because of a lack of funding. (Contains 54 figures.) (WFA)

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2002 NASRO School Resource Officer Survey

Final Report on the 2nd Annual National Survey of School-Based Police Officers

September 25, 2002

for the
National Association of School Resource Officers (NASRO)

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Dedication

Our nation today faces threats to public safety that are greater than ever before in modern history. Our schools, as reflections of their broader communities, also face increasing threats to the safety of their students and staff. These threats include internal threats originating from sources within the schoolhouse itself, and external threats from forces often originating far outside of schoolyard grounds.

This report is dedicated to the School Resource Officers (SROs) who protect our students, school personnel, educational facilities, and school-communities regardless of the source and nature of these threats. As our nation remembers the many heroes who gave the ultimate sacrifice on September 11th, 2001, let us also thank those who show commitment, dedication, and bravery each day in serving our children and teachers, their schools, and their school-communities: Our SROs.

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2002 NASRO
School Resource Officer Survey

September 25, 2002

Methodology

The *National Association of School Resource Officers* (NASRO) contracted with Kenneth Trump, President of *National School Safety and Security Services*, for the independent development, implementation, and analysis of NASRO's second annual professional industry survey of school-based police officers. A 52-question survey instrument was developed in the spring of 2002 and administered to attendees at the 12th Annual NASRO Conference held in Palm Springs, California, on July 14-19, 2002. NASRO conferences provide the largest single yearly gathering of SROs and offer the greatest cross-section of officers. The surveys administered at NASRO conferences represent the largest known bodies of data derived from school-based police officers in the world.

1,000 surveys were distributed to conference attendees upon their registration. A total of 658 surveys, representing a return rate of approximately 66%, were tabulated by Scantron using scan forms designed in cooperation with the independent evaluator, Kenneth Trump. Whereas every respondent did not answer every question, the total number of respondents for each question will be shown in the detailed section of this report. The data was analyzed by Kenneth Trump over the two month period following the July conference and the results are presented herein.

The survey reflects a professional industry survey. It was not designed, nor is it represented, as an academic research study based upon stringent scientific methods. However, unlike many academic studies and "think tank" reports, this survey information is drawn from the largest available cross-section of SROs who are directly on the front-lines of school safety in our nation's schools.

The total survey response represents over 7% of NASRO's 9,000-plus members. The 2001 NASRO survey (administered July, 2001) was designed to provide the first nationally-known concrete data on SRO demographics, SRO program design and operations, and SRO impact and perceptions. While the 2002 survey revisits select questions from the 2001 survey, the current instrument was designed to address issues largely related to terrorism, school security and crisis preparedness, along with SRO training issues, specific resources available to SROs, and current SRO program description and operations issues.

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Executive Summary

This Executive Summary highlights key survey findings and conclusions from the *2002 NASRO School Resource Officer (SRO) Survey*. Detailed findings, including graphic illustrations, are presented immediately following this section of the report.

KEY OVERALL FINDINGS

The most significant findings from this survey include:

- **An overwhelming majority (95%) of school-based police officers feel that their schools are vulnerable to a terrorist attack and a substantial percentage of officers (79%) do not feel that schools within their districts are adequately prepared to respond to a terrorism attack upon their schools.**

- **The majority of School Resource Officers reported that significant gaps exist in their schools' security, that their school crisis plans are inadequate, and that their school crisis plans are either untested or inadequately tested and exercised.** (*Examples*: An overwhelming majority reported that access to school grounds and inside school buildings can be easily attained. The majority of officers said that their schools do not have mail handling procedures designed to reduce risks from anthrax scares, suspicious packages, and related concerns. The majority of officers stated that crimes that occur on school campuses are underreported to police.)

- **School-based officers have received limited training and minimal support from outside agencies (local, state and federal) in preparing for a terrorist attack upon their schools. The vast majority of SROs also reported that their in-house school security personnel, school administrators, teachers, and support staff have received no terrorism-specific training. Additionally, SROs reported decreasing opportunities for their overall training, especially since 9/11, with many limitations attributed to a lack of funding.** (*Examples*: Almost one-third of the school officers reported that their opportunity to attend specialized training has **decreased** since 9/11. Two-thirds of the school officers said that there have been training opportunities that they have not been able to attend even though they have demonstrated a specific need. Three quarters of the respondents indicated that they have been unable to attend needed training due to a lack of funding. A significant majority of officers also reported that their in-house school security personnel, as well as their school administrators, teachers, and support staff, have received no terrorism-specific training related to their roles as school personnel.)

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Terrorism

1. **An overwhelming percentage of school-based police officers feel that their schools are vulnerable to a terrorist attack and the vast majority do not feel that schools within their districts are adequately prepared to respond to a terrorism attack upon their schools.**

   - 95% of the school-based officers described their schools as vulnerable to a terrorist attack. Of those officers describing their schools as vulnerable, 63% characterized them as "somewhat vulnerable" while 32% described their schools as "very vulnerable." Only 5% felt that their schools were either not vulnerable or were already prepared for an attack.

   - 79% of the SROs felt that their schools are not adequately prepared to respond to a terrorist attack upon the schools.

2. **More than half of the SROs have not received terrorism-specific training related to their roles as SROs and less than a quarter of them feel "very prepared" as a first responder to terrorist attacks on their school. Of those schools having in-house security personnel, a large majority have not received any terrorism-specific training related to their school security roles. The majority of other school employees (teaching, administrative and support staff) have also not had any terrorism-specific training related to their roles as school personnel.**

   - Only 22% of the respondents described themselves as "very prepared" as a first-responder to a terrorist attack upon their school.

   - 55% of SROs reported that they have not received terrorism-specific training related to the roles as school-based officers.

   - 82% of the officers reported that their in-house school security personnel had not received any terrorism-specific training.

   - 77% of the officers reported that teachers, administrators and support staff in their schools have not received any terrorism-specific training.

3. **School-based police officers, their departments and their schools have received minimal support from other local, state, and federal agencies in preparing for a terrorist attack upon their schools. The largest percentage of support that has been received was reported coming from local and county agencies, and the Federal Emergency Management Agency (FEMA).**

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- No more than 27% of the respondents reported receiving assistance in preparing for a terrorist attack upon their schools from any single listed federal, state, or local agency or category of agencies. The highest percentage (27%) of support came from unnamed local agencies while another 22% came from unnamed county agencies. FEMA provided SROs the second highest percentage (23%) of support.

- Only 18% of SROs reported that their schools and/or department have received support in preparing for terrorist attacks from the education department in their state and only 16% received support from the U.S. Department of Education.

4. **The majority of school-based officers report that their schools do not have mail handling procedures designed to reduce risks from anthrax scares, suspicious packages and related concerns. The vast majority of schools do not allow students to use cell phones in school and the majority of SROs feel that student use of cell phones in schools during a crisis would detract from school safety. The majority of schools have not eliminated field trips and travel due to 9/11 and the ongoing threat of terrorism, and of those that have eliminated field trips and travel, international travel has received the largest amount of cutbacks (yet the overall percentage of schools cutting back is still relatively small).**

   - 55% of the officers reported that their schools do not have mail handling procedures designed to reduce risks from anthrax scares, suspicious packages and related concerns.

   - 81% of SROs report that their schools do not allow students to use cell phones in school.

   - 68% of the school-based officers believe that student use of cell phones in school would detract from school safety. 22% believe that it would improve school safety.

   - 18% of the respondents reported that their schools have eliminated international field trips and travel after 9/11, while 11% have eliminated national field trips and travel.

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Security and Crisis Preparedness

5. **An overwhelming majority of school-based officers reported that it is easy for someone to gain access to their outside school grounds during school hours. The vast majority of school officers also reported that it is easy for someone to gain access inside their school building during school hours. Nearly 40% of the officers reported that their schools have not had a formal security assessment conducted by a qualified professional in the past five years and while a significant majority of the SROs were involved in developing and/or revising their school crisis plans, the majority of officers do not believe that their school plans are adequate. The majority of schools have also reportedly not tested their crisis plans and of those that have, the majority of officers felt that the testing and exercising was not adequate. A significant majority of officers also stated that their schools do not educate parents and communicate with parents effectively on school safety, security, and crisis planning issues.**

   - 96% of SROs described gaining access to outside school grounds during school hours as very easy (74%) or somewhat easy (22%).

   - 83% of school officers described gaining access to inside of their school as very easy (37%) or somewhat easy (46%).

   - 39% of the officers reported that a formal security assessment by a qualified professional has not been conducted of their schools in the past five years.

   - 71% of the respondents were involved in developing and/or revising their school crisis plans, yet 55% felt that the plans for their schools are not adequate.

   - 52% of the SROs reported that the crisis plans for their school have never been tested and exercised, and in those schools where plans have been tested, the amount and/or type of testing has not been adequate, according to 62% of the respondents.

   - 74% of school officers responded that their schools do not educate parents and communicate effectively with parents on school safety, security, and crisis planning issues.

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SRO Training

6. **Almost one-third of the school officers reported that their opportunity to attend specialized training has decreased since 9/11. Two-thirds of the school officers said that there have been training opportunities that they have not been able to attend even though they have demonstrated a specific need. Three quarters of the respondents indicated that they have been unable to attend needed training due to a lack of funding. Almost two-thirds of the respondents did not know that U.S. Department of Education's Safe and Drug Free School Program grant money could be used to fund SRO training. While most SROs have received specialized training related to their positions, a number of additional specific training needs were identified. Almost half of the survey respondents indicated that school-based law enforcement supervisors are not specially trained in the supervision of school-based officers. A significant majority of SROs said that online training would enhance their regular training. NASRO training was rated as the most useful by respondents, while trainings by private companies and local training were reported as being least useful to officers.**

   - 90% of SROs surveyed have received specialized training for their position. However, between 17% and 34% (depending upon the topic) have not received specialized training in topics such as adolescent child behavior, counseling skills, instructor/teaching skills, school crisis planning, school security assessments, and related issues. (See next section of report for details.)

   - 48% of SRO supervisors have not been specially trained in the supervision of school-based officers.

   - 66% of respondents have not been able to attend training even though they have a demonstrated need and 75% of the officers indicated that they have not been able to attend needed training due to a lack of funding. Almost one-third (31%) reported that their opportunity to attend specialized training DECREASED since 9/11.

   - Almost two-thirds (65%) of SROs were unaware that U.S. Department of Education's Safe and Drug Free School Program funds can be used to pay for SRO training and of those who are aware, over half indicated that their district does not use the funds for such purposes.

   - 84% of officers reported that online training would enhance their already existing training needs.

   - 64% of the officers reported NASRO training to be the most useful, while private company training and local training was rated the least useful (35% each).

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Specific Resources & Issues

7. **The majority of school-based police officers reported that several federal school safety initiatives and/or federal agencies are either not helpful to officers in their day-to-day role as SROs, or the officers are unfamiliar with the programs and/or materials. These federal entities included the U.S. Secret Service, the FBI, and the U.S. Department of Education's Safe and Drug Free Schools Program.**

   - While 36% of the respondents found reports by the U.S. Secret Service on assessing and managing school violence threats helpful, nearly half of the officers had never heard of the reports and 15% reported that the reports did not provide any new information.

   - 72% of the officers surveyed said that the FBI was not helpful to them in their day-to-day work as a school-based officer.

   - Only 25% of the SROs reported that the U.S. Department of Education's Safe and Drug Free Schools Program provided funding to directly support their work. 35% reported receiving no funding and 40% were uncertain as to whether the program provided any direct support.

   - Only 28% of the SROs reported that the U.S. Department of Education's Safe and Drug Free Schools Program provided resource materials that have been helpful to them in their day-to-day work as school-based officers. 39% reported receiving no materials and 33% were uncertain as to whether the program provided any resource materials.

8. **The vast majority of SROs believe that crimes that occur on school campuses nationwide are underreported to police, but that the presence of a SRO on campus improves the accuracy of school crime reporting. The majority of school-based officers also do not believe that statistics promoted by the U.S. Department of Education indicating that 90% of schools report having no serious violent crime and 43% of schools report having no crime at all are accurate.**

   - 89% of school-based officers believe that crimes occurring on school campuses nationwide are underreported to the police.

   - 91% of the SROs believe that the presence of a SRO on school campuses improves the accuracy of school crime reporting.

   - 85% of the SROs did not believe that U.S. Department of Education statistics indicating that 90% of schools report having no serious violent crime and 43% of schools report having no crime at all are accurate.

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9. **Almost all SROs carry a firearm in their role as a SRO. Almost all officers also do not believe that an armed SRO puts students at greater risk of harm/injury, but the majority of school-based officers do feel that an unarmed SRO puts students at greater risk of harm/injury. While over a quarter of the respondents have taken a loaded firearm from a student or other individual on campus, over three times as many SROs have confiscated a knife or bladed weapon from a student or other individual on campus.**

   - 95% of SROs carry a firearm in their capacity as a SRO.
   - 99% of officers do not believe that an armed SRO puts students at greater risk of harm/injury.
   - 90% of officers, however, believe that an unarmed SRO puts students at a greater risk of harm/injury.
   - 29% of SROs have confiscated loaded firearms from students or other individuals on campus. 88% of SROs have confiscated knives or other bladed weapons from students.

10. **SROs overwhelmingly believe that students are not adequately educated in handgun safety and that parents are not adequately educated in how to properly safeguard legally-stored firearms in their homes.**

    - 90% of the SROs surveyed believe that students are not adequately educated in handgun safety issues.
    - 94% of the SROs surveyed believe parents are not adequately educated in how to properly safeguard legally-stored firearms in their homes.

11. **School-based officers have numerous equipment needs. (See detailed section following this Executive Summary for a full list of items.)**

Demographic & Program Snapshot

12. **Non-supervisory SROs comprised the majority of survey respondents. The majority of respondents had between 1 and 6 years of experience as a SRO, with nearly half having 1 to 3 years of experience as a SRO. The majority of current respondents did not complete the 2001 NASRO survey.**

    - The majority of survey respondents (70%) were non-supervisory SROs while SRO supervisors comprised 16% of the survey.

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- 71% of the respondents had been 1 and 6 years of experience as a SRO. Almost half (49%) had 1 to 3 years of experience as a SRO.

- 63% of the respondents did not complete the 2001 survey at the 2001 annual NASRO conference.

13. **Most surveyed officers have completed education beyond high school even though the bulk of their departments do not require SROs to have any post-high school education.**

    - 83% of the respondents have completed some college courses and/or hold an Associate degree or higher.

    - 87% of the SROs reported that their departments do not require a college degree for officers assigned as SROs.

14. **Primary funding sources for SRO positions include law enforcement agency general budgets, federal COPS grants, and split/shared funding (approximately 25% of respondents for each category). Only 16% identified their school district's general budget at the primary source of funding.**

15. **81% of SROs do not receive incentive pay or additional benefits for serving as a SRO.**

16. **A little more than half of the officers reported that they provide SRO services to schools during summer dates when school is not normally in session.**

17. **81% of the officers indicated that there is no ratio or formula used by their agency for assigning a specific number of officers to a school based upon the number of students at the school.**

18. **The majority of school-based officers reported spending most of their time as a SRO performing the roles of counselor/mentor and instructor/teacher. 41% of the officers indicated that they spend the most time performing the role of law enforcement officer.**

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KEY CONCLUSIONS

An analysis of the 2002 survey data shows that school-based officers unquestionably believe that their schools are vulnerable to a terrorist attack and that their schools are not adequately prepared to respond to a terrorism attack. SROs have also received limited training and minimal support from outside agencies in preparing for a terrorist attack upon their schools. In-house school security personnel and school administrators, teachers, and support personnel have received even less training on terrorism-specific issues.

Equally concerning is that while many schools have addressed school security and emergency planning issues following the high-profile school shootings of recent years, the survey clearly finds the majority of school officers indicating significant gaps in their school security policies and procedures, crisis plans that are inadequate, and crisis plans that are either untested or inadequately tested.

Also disturbing is the trend of reduced training opportunities for SROs post-9/11. In a nation where public safety personnel are undergoing major changes in preparedness and corresponding training, it would be logical for school-based officers to be among the first receiving additional training, not decreased training.

The evaluator recommends that:

- NASRO should strongly encourage federal, state, and local education and public safety agencies, as well as elected and appointed public officials, to include schools in meaningful terrorism and homeland security planning, and in related resource allocations.

- NASRO should encourage and support meaningful legislative and programmatic initiatives geared toward assisting schools in collaborating more closely with SROs and other public safety agencies in improving school security policies, procedures, and programs, and in developing, revising, and testing emergency/crisis plans.

- NASRO should encourage and support meaningful initiatives to fund and implement greater training opportunities for school-based police officers as first responders to terrorist attacks, as well as for expanded overall specialized training for SROs and SRO supervisors.

- NASRO should maintain an awareness campaign on the findings and issues in this survey by encouraging national education and public safety organizations to disseminate the survey findings, and accurate information on best practices in school-based policing in general, nationwide within their respective professional communities.

Heightened awareness and preparedness in our schools, like that advocated elsewhere across our nation, will reduce fears and enhance terrorism prevention and preparedness.

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2002 NASRO Survey Details & Graphics

This section expands upon the *Executive Summary* with percentages and graphic illustrations of responses from each survey section question that lead to the findings and conclusions presented in the *Executive Summary*.

Terrorism

1. An overwhelming percentage of school-based police officers feel that their schools are vulnerable to a terrorist attack (See *Figure 1*) and the vast majority do not feel that schools within their districts are adequately prepared to respond to a terrorism attack upon their schools (See *Figure 2*).

2. More than half of the SROs have not received terrorism-specific training related to their roles as SROs (See *Figure 3*) and less than a quarter of them feel "very prepared" as a first responder to terrorist attacks on their school (See *Figure 4*). Of those schools having in-house security personnel, a large majority have not received any terrorism-specific training related to their school security roles (See *Figure 5*). The majority of other school employees (teaching, administrative and support staff) have also not had any terrorism-specific training related to their roles as school personnel (See *Figure 6*).

3. School-based police officers, their departments and their schools have received minimal support from other local, state, and federal agencies in preparing for a terrorist attack upon their schools. The largest percentage of support that has been received was reported coming from local and county agencies, and FEMA, the Federal Emergency Management Agency (See *Figure 7*).

4. The majority of school-based officers report that their schools do not have mail handling procedures designed to reduce risks from anthrax scares, suspicious packages and related concerns (See *Figure 8*). The vast majority of schools do not allow students to use cell phones in school (See *Figure 9*) and the majority of SROs feel that student use of cell phones in schools during a crisis would detract from school safety (See *Figure 10*). The majority of schools have not eliminated field trips and travel due to 9/11 and the ongoing threat of terrorism, and of those that have eliminated field trips and travel, international travel has received the largest amount of cutbacks, yet the overall percentage of schools cutting back is still relatively small (See *Figure 11*).

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School Vulnerability to Terrorist Attack

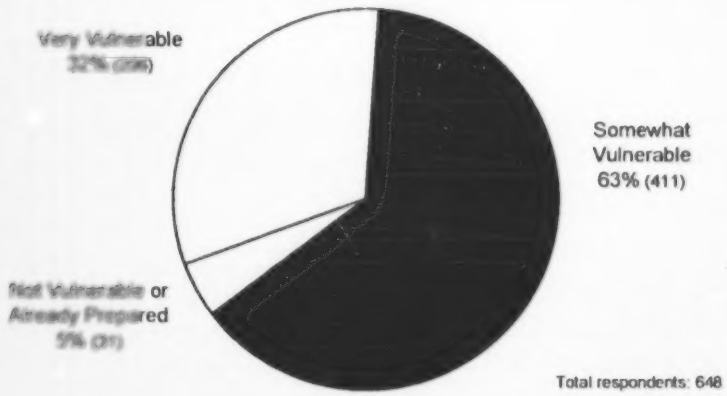

Figure 1

Are Schools Adequately Prepared to Respond to a Terrorist Attack?

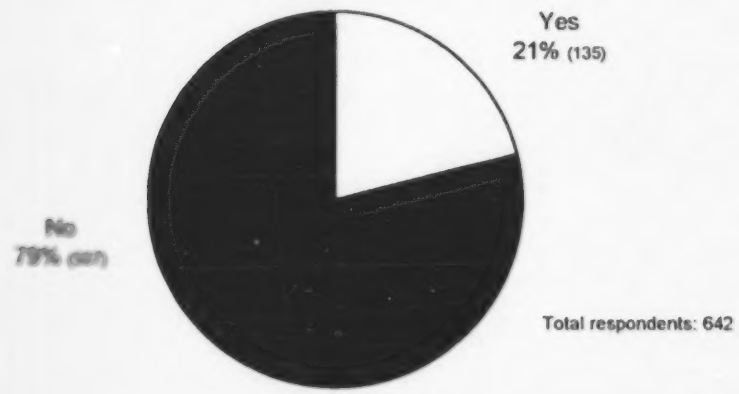

Figure 2

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SROs Receiving Terrorism-Specific Training Related to their Role as SRO

Figure 3

SRO Preparedness as First Responder for Terrorist Attack on Campus

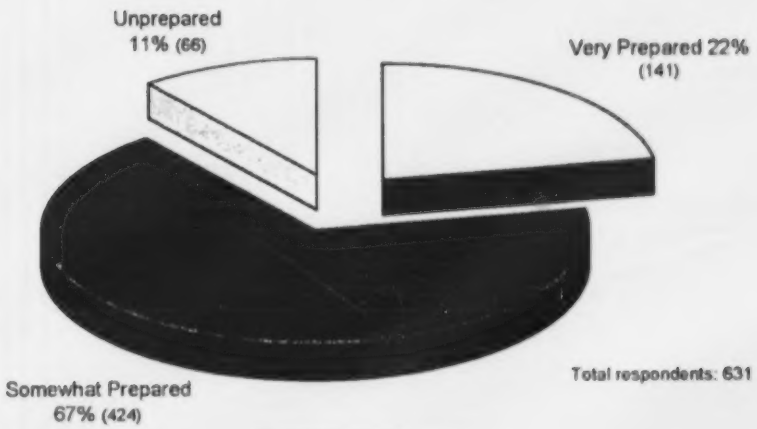

Figure 4

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In-House School Security Personnel
Having Received Terrorism Training

Figure 5

Administrators, Teachers, & Staff
Having Received Terrorism Training

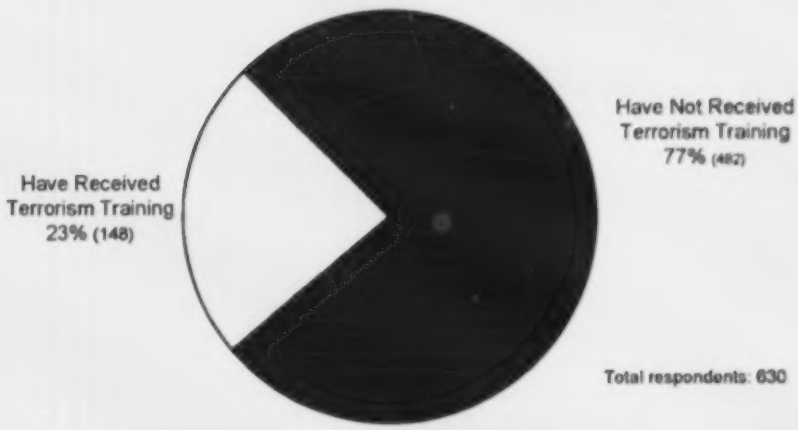

Figure 6

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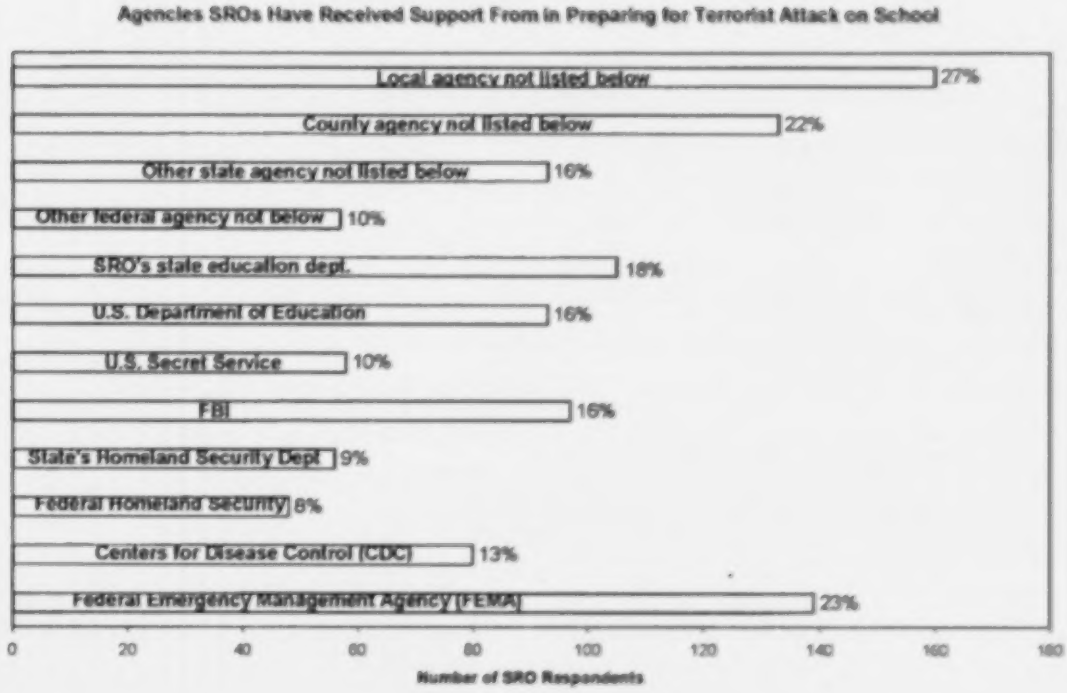

Figure 7

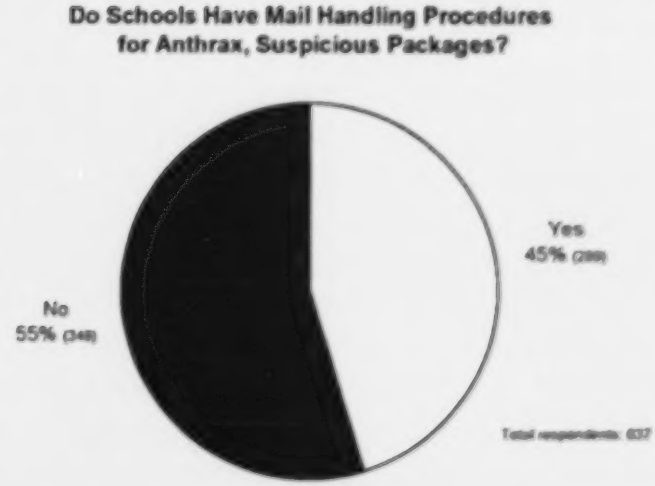

Figure 8

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Schools Allowing Students to Use Cell Phones

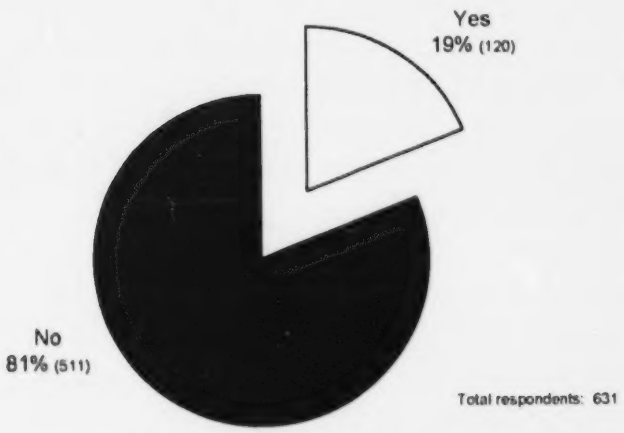

Figure 9

Impact of Student Cell Phone Use During School Crisis

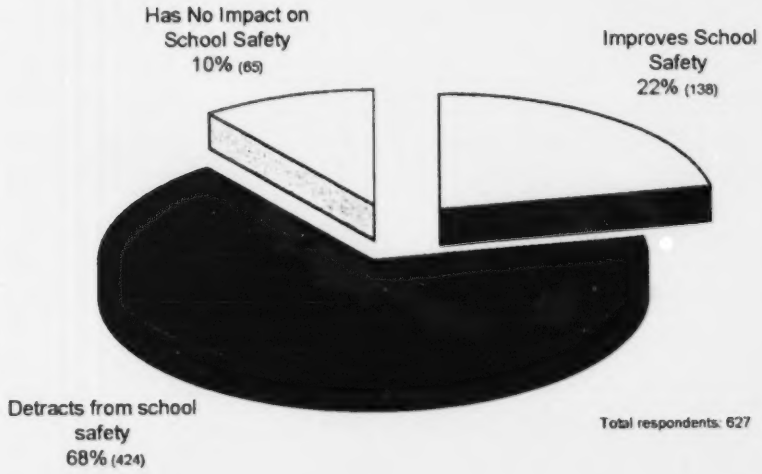

Figure 10

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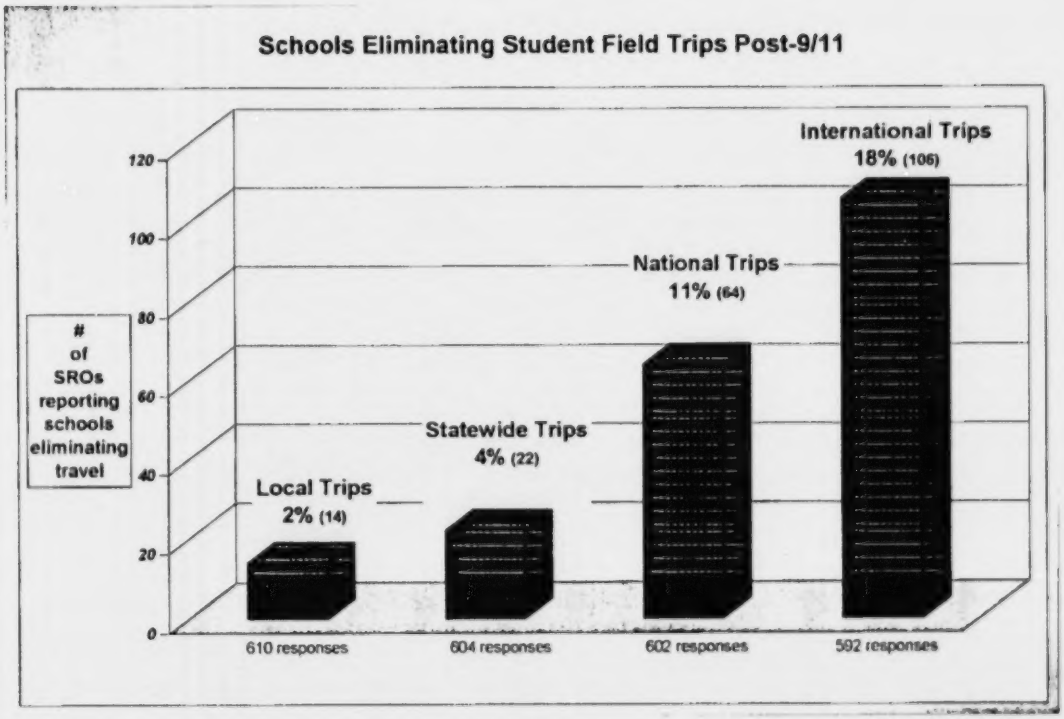

Figure 11

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Security and Crisis Preparedness

5. An overwhelming majority of school-based officers reported that it is easy for someone to gain access to their outside school grounds during school hours (See *Figure 12*). The vast majority of school officers also reported that it is easy for someone to gain access inside their school building during school hours (See *Figure 13*).

   Nearly 40% of the officers reported that their schools have not had a formal security assessment conducted by a qualified professional in the past five years (See *Figure 14*) and while a significant majority of the SROs were involved in developing and/or revising their school crisis plans (See *Figure 15*), the majority of officers do not believe that their school plans are adequate (See *Figure 16*).

   The majority of schools have also reportedly not tested their crisis plans (See *Figure 17*) and of those that have, the majority of officers felt that the testing and exercising was not adequate (See *Figure 18*). A significant majority of officers also stated that their schools do not educate parents and communicate with parents effectively on school safety, security, and crisis planning issues (See *Figure 19*).

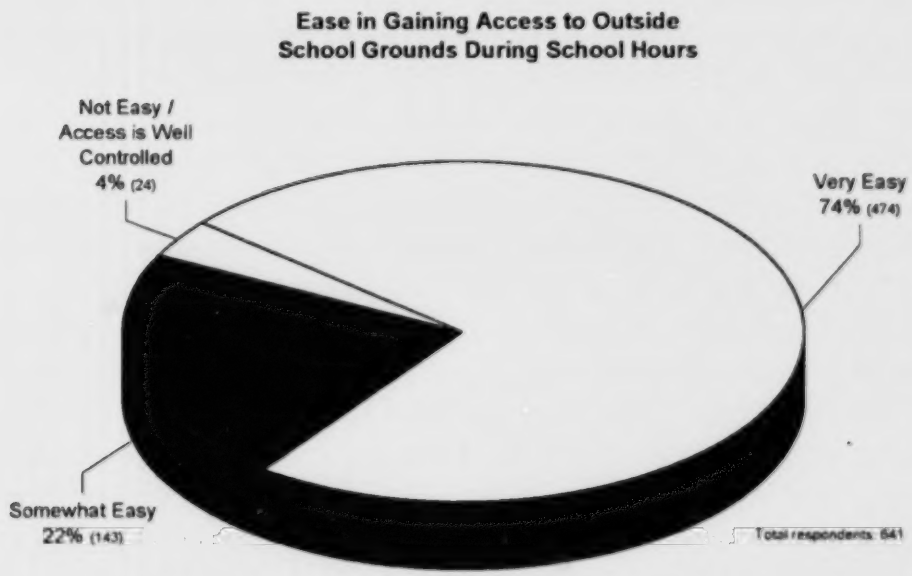
Ease in Gaining Access to Outside School Grounds During School Hours
Not Easy / Access is Well Controlled 4% (24)
Very Easy 74% (474)
Somewhat Easy 22% (143)
Total respondents: 641

Figure 12

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Ease in Gaining Access to Inside School During School Hours

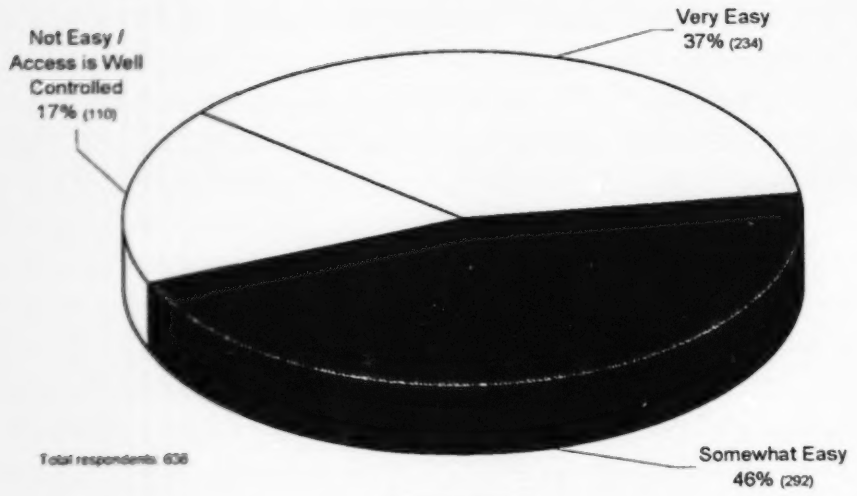

Figure 13

Has a Formal School Security Assessment Been Conducted in Past 5 Years?

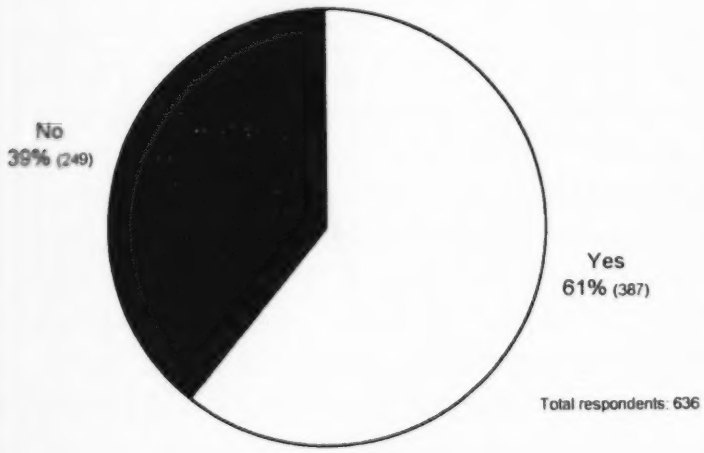

Figure 14

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SROs Actively Involved in Developing and/or Revising School Crisis Plans

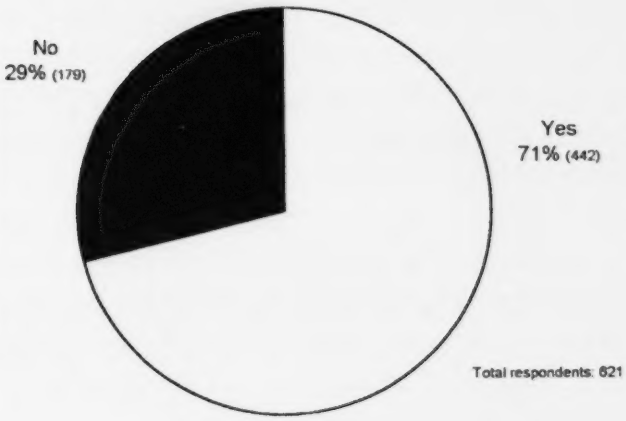

Figure 15

Are Crisis Plans for Your School Adequate?

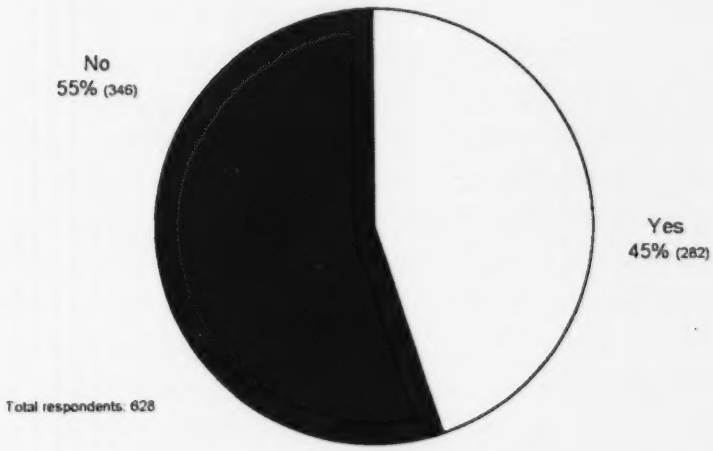

Figure 16

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Have Your School Crisis Plans Been Tested & Exercised (Drills, etc.)?

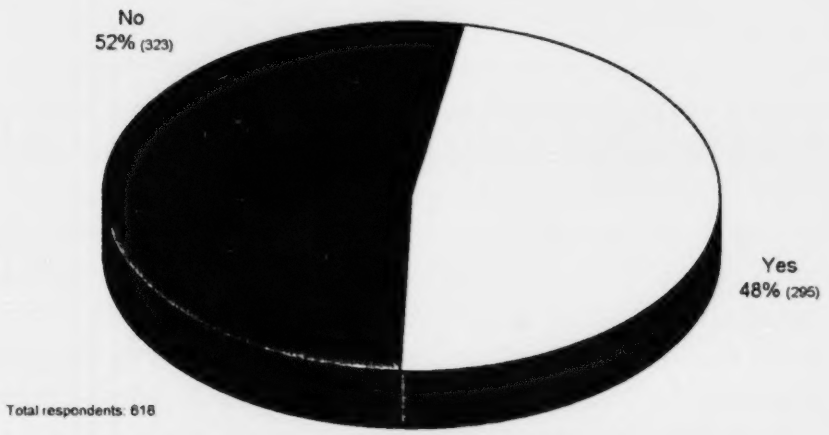

Figure 17

If Your Crisis Plans Have Been Tested, Was the Amount and Type of Testing Adequate?

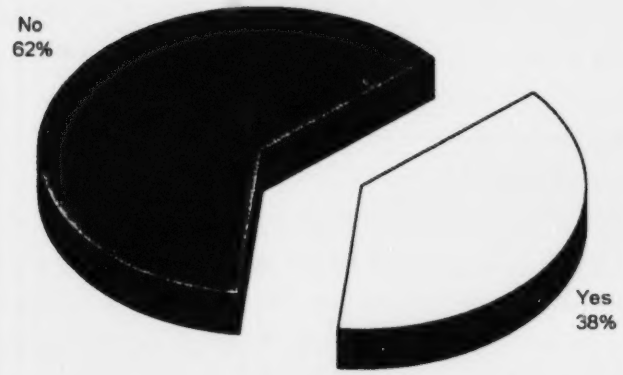

Figure 18

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Does Your School Educate and Communicate With Parents Effectively on Safety, Security, & Crisis Planning Issues?

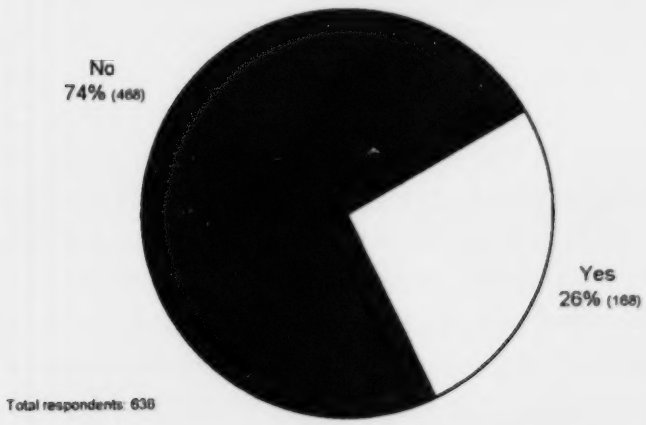

Figure 19

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SRO Training

6. Almost one-third of the school officers reported that their opportunity to attend specialized training has decreased since 9/11 (See *Figure 20*). Two-thirds of the school officers said that there have been training opportunities that they have not been able to attend even though they have demonstrated a specific need (See *Figure 21*). Three quarters of the respondents indicated that they have been unable to attend needed training due to a lack of funding (See *Figure 22*).

   Almost two-thirds of the respondents did not know that U.S. Department of Education's Safe and Drug Free School Program grant money could be used to fund SRO training (See *Figure 23*). Of those who were aware, over half indicated that their district does not use the funds for such purposes (*See Figure 24*).

   While most SROs have received specialized training related to their positions (See *Figure 25*), a number of additional specific training needs were identified (See *Figure 26*). Almost half of the survey respondents indicated that school-based law enforcement supervisors are not specially trained in the supervision of school-based officers (See *Figure 27*).

   A significant majority of SROs said that online training would enhance their regular training (See *Figure 28*). NASRO training was rated as the most useful by respondents, while trainings by private companies and local training were reported as being least useful to officers (See *Figures 29*).

Has the Opportunity to Attend Specialized Training Decreased Since September 11, 2001?

Figure 20

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Have You Been Unable to Attend Training Opportunities Even Though You Demonstrated a Need?

Figure 21

Have You Ever Been Unable to Attend Needed Training Due to a Lack of Funding?

Figure 22

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Are You Aware that USDOE Safe & Drug Free School Program Funds May Be Used to Pay for SRO Training?

Figure 23

If Yes in Figure 23 Above, Does Your Agency/District Use These Funds for Such Purposes?

Figure 24

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Have You Received Specialized Training for Your Position as a SRO?

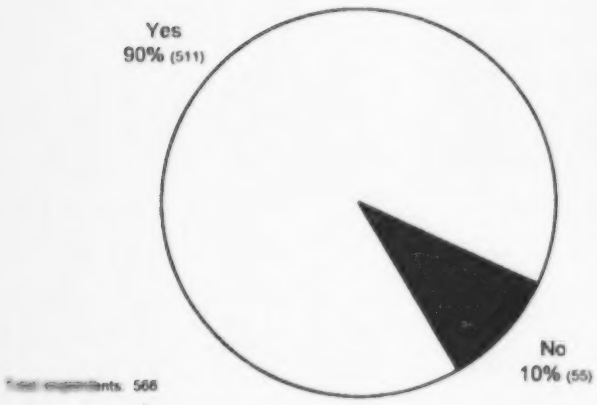

Figure 25

Specialized Topics for Which SROs Have Received Training

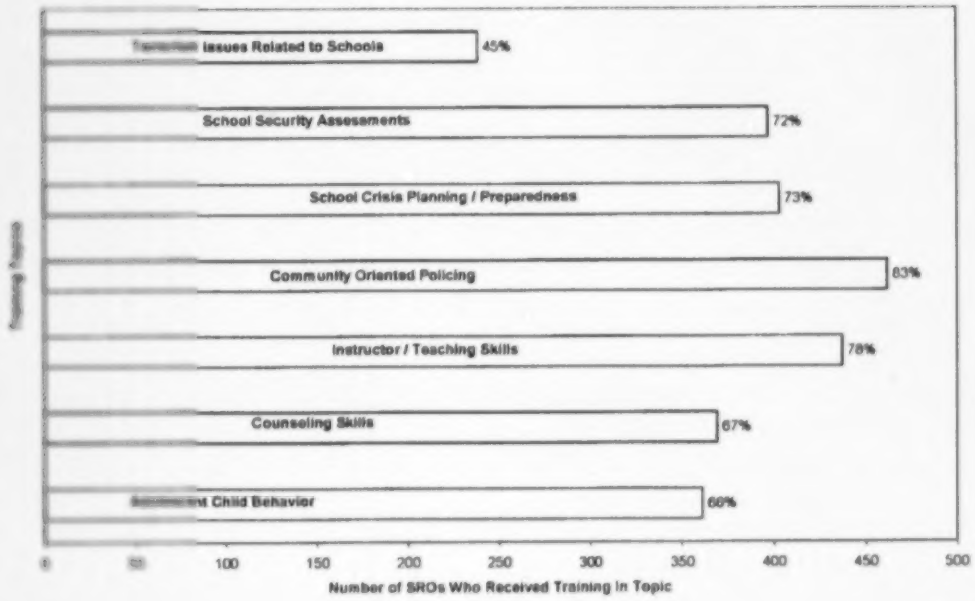

Figure 26

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Are School-Based Law Enforcement Supervisors Specially Trained in the Supervision of SROs?

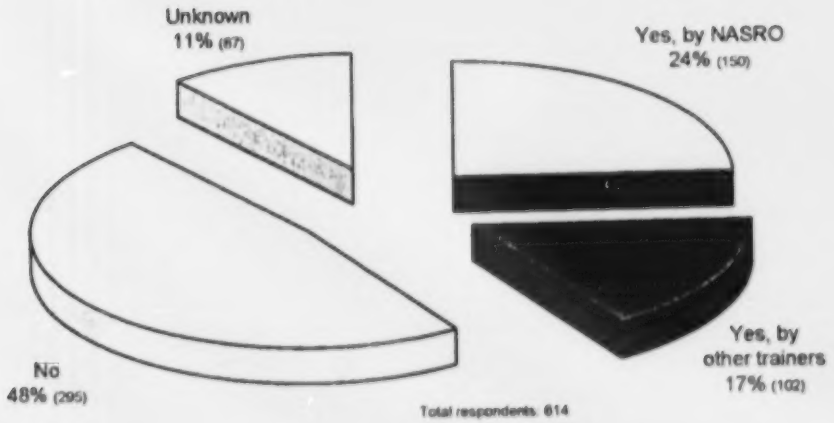

Figure 27

Would Online Training Enhance Your Existing Training Needs?

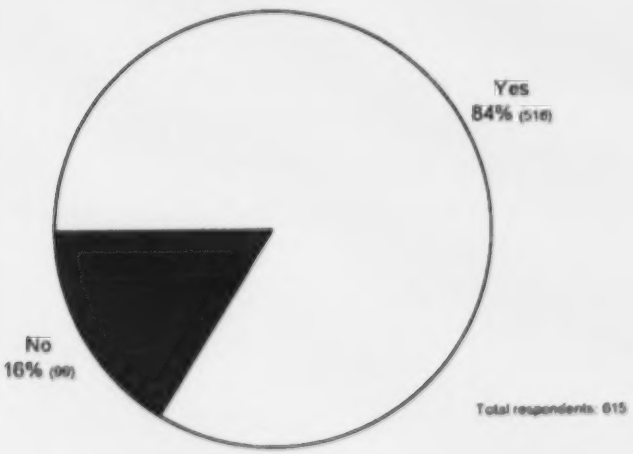

Figure 28

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Figure 29

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Specific Resources & Issues

7. The majority of school-based police officers reported that several federal school safety initiatives and/or federal agencies are either not helpful to officers in their day-to-day role as SROs, or the officers are unfamiliar with the programs and/or materials. These federal entities included the U.S. Secret Service, the FBI, and the U.S. Department of Education's Safe and Drug Free Schools Program (See *Figures 30 – 33*).

8. The vast majority of SROs believe that crimes that occur on school campuses nationwide are underreported to police (See *Figure 34*), but that the presence of a SRO on campus improves the accuracy of school crime reporting (See *Figure 35*). The majority of school-based officers also do not believe that statistics promoted by the U.S. Department of Education indicating that 90% of schools report having no serious violent crime and 43% of schools report having no crime at all are accurate (See *Figure 36*).

9. Almost all SROs carry a firearm in their role as a SRO (See *Figure 37*). Almost all officers also do not believe that an armed SRO puts students at greater risk of harm/injury (See *Figure 38*), but the majority of school-based officers do feel that an unarmed SRO puts students at greater risk of harm/injury (See *Figure 39*). While over a quarter of the respondents have taken a loaded firearm from a student or other individual on campus (See *Figure 40*), over three times as many SROs have confiscated a knife or bladed weapon from a student or other individual on campus (See *Figure 41*).

10. SROs overwhelmingly believe that students are not adequately educated in handgun safety (See *Figure 42*) and that parents are not adequately educated in how to properly safeguard legally-stored firearms in their homes (See *Figure 43*).

11. School-based officers have numerous equipment needs (See *Figure 44*).

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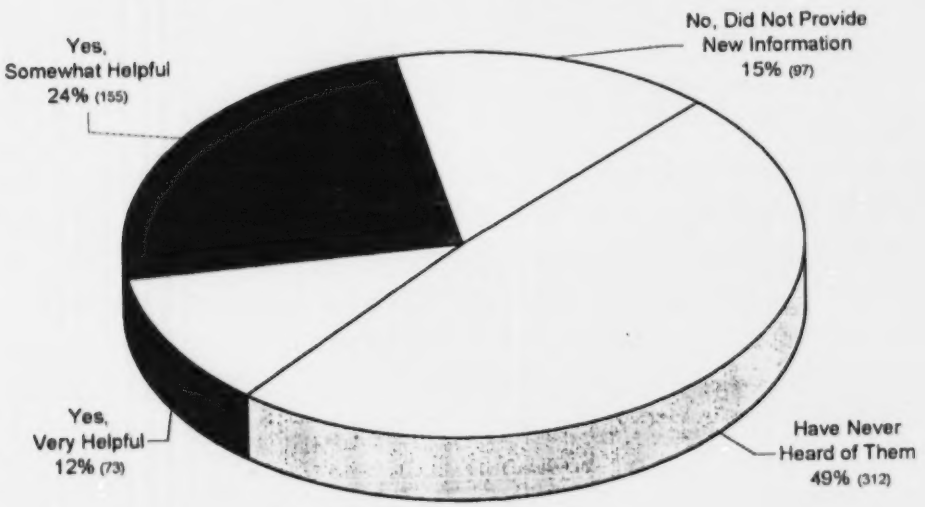
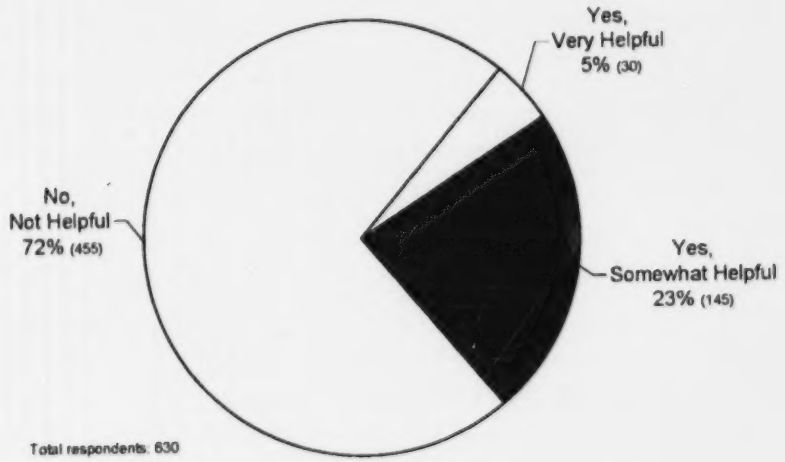
Have the Secret Service reports on assessing and managing threats of school violence been helpful in your day-to-day work as a SRO?



Total respondents: 637

Figure 30

Has the FBI Been Helpful to You in Your Day-to-Day Work as a SRO?



Total respondents: 630

Figure 31

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Has the US Dept. of Education's Safe and Drug Free School Program provided funding to directly support your work as a SRO?

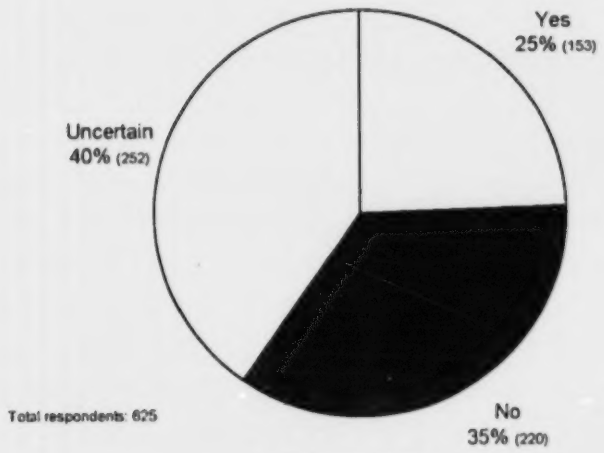

Figure 32

Has the US Dept. of Education's Safe and Drug Free Schools Program Provided Resource Materials That Have Been Helpful to You in Your Day-to-Day Work as a SRO?

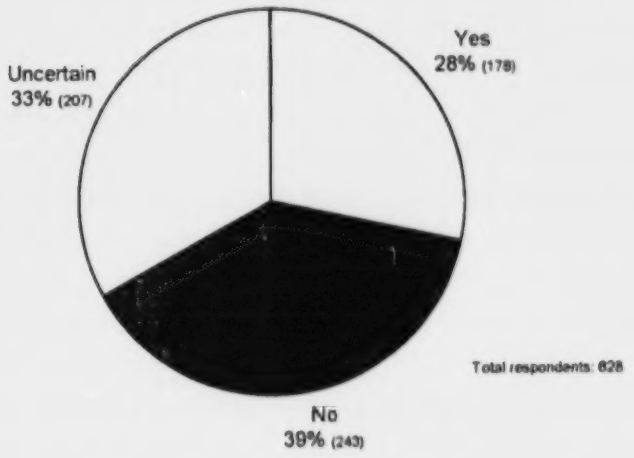

Figure 33

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Do You Believe that the Number of Crimes on School Campuses Nationwide Are:

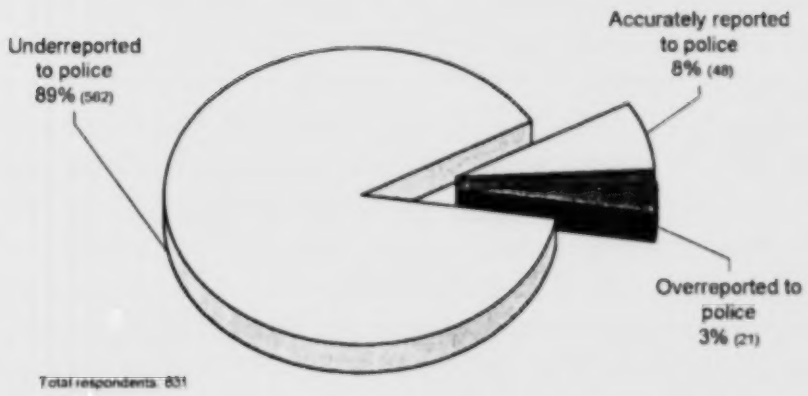

Figure 34

Does Your Presence as a SRO on School Campus:

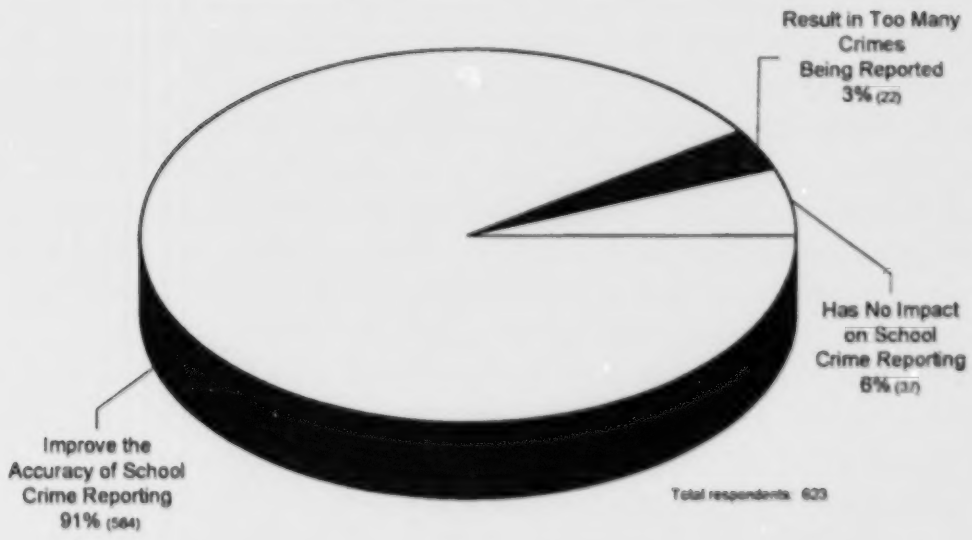
Result in Too Many Crimes Being Reported 3% (22)
Has No Impact on School Crime Reporting 6% (37)
Improve the Accuracy of School Crime Reporting 91% (564)
Total respondents: 623

Figure 35

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The US Dept. of Education Has Stated that 90% of Schools Report That They Have No Serious Violent Crime and 43% of Schools Report Having No Crime at All. Do You Believe That These Statistics Are Accurate?

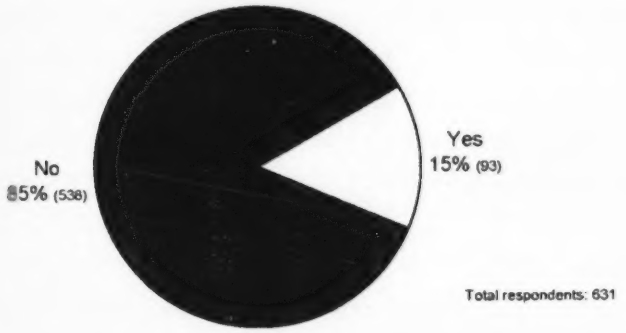

Figure 36

Do You Carry a Firearm in Your Role as a SRO?

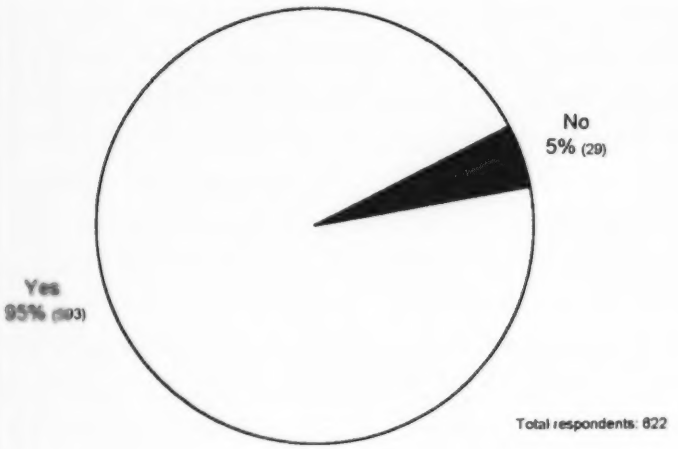

Figure 37

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Do You Believe That an ARMED SRO Puts Students at GREATER Risk of Harm/Injury?

Figure 38

Do You Believe that an UNARMED SRO Puts Students at GREATER Risk of Harm and Injury?

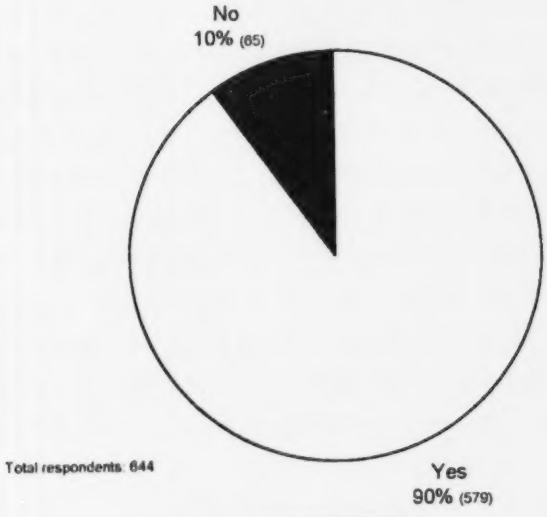

Figure 39

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Have You Ever Taken a Loaded Firearm from a Student or Other Individual on Campus?

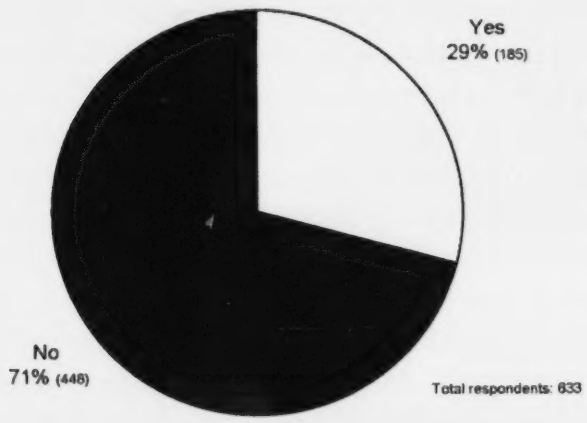

Figure 40

Have You Ever Taken a Knife or Other Bladed Weapon from a Student or Other Individual on Campus?

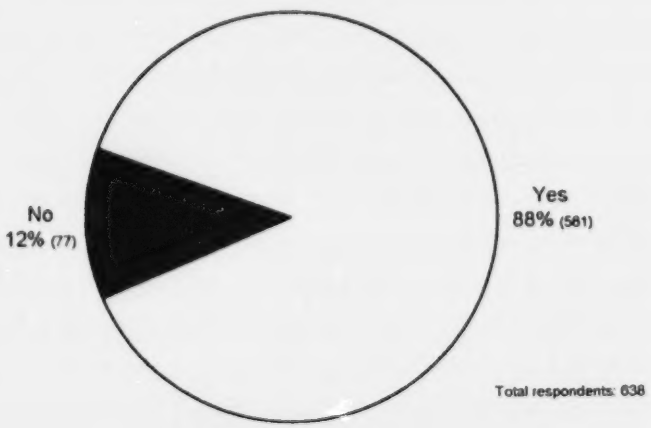

Figure 41

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Do You Believe Students Are Adequately Educated in Handgun Safety Issues?

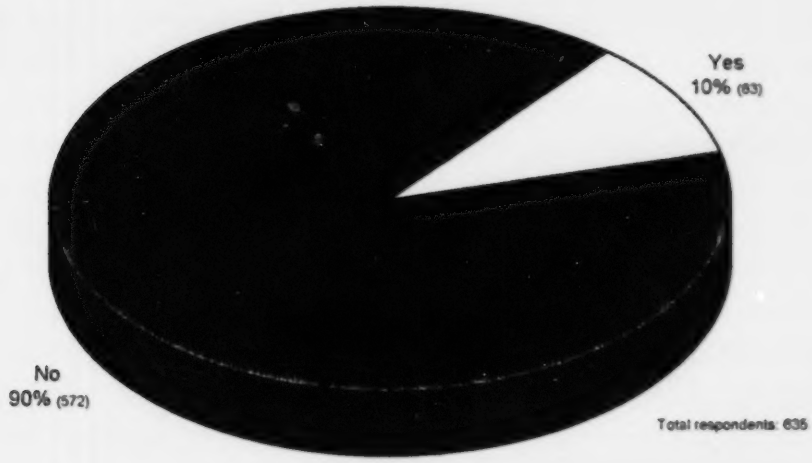

Figure 42

Do You Believe Parents are Adequately Educated in How to Properly Safeguard Legally-Stored Firearms in Their Homes?

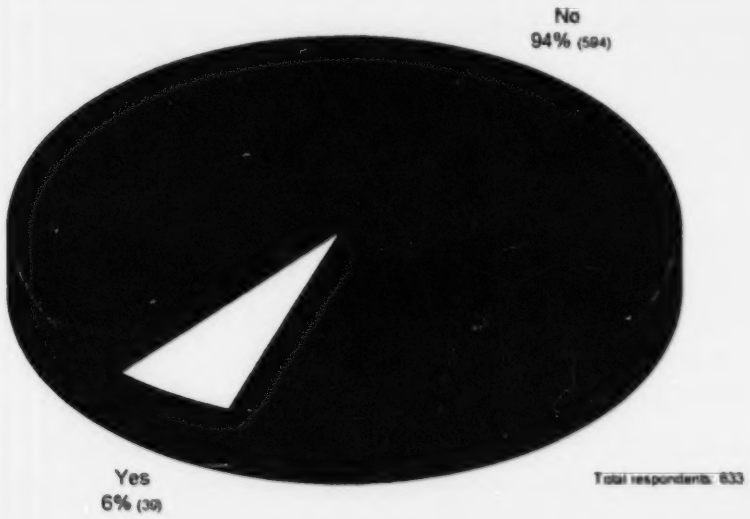

Figure 43

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If you do not already have the following items, would they assist you in the performance of your job as a SRO?

Equipment / Item	Yes, They Would Assist	Already Have This Item
Cell phones for SRO/admin	39%	58%
Drug/alcohol swipe kit	68%	22%
Drug detection dog	54%	37%
Hand-held metal detector	50%	33%
Walk-through metal detector	46%	10%
HAZMAT kits/suits	55%	14%
Panic alert buttons for teacher	70%	12%
Safe for storing evidence	60%	21%
Transportation on campus (golf carts, bikes)	53%	23%

Figure 44

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Demographic & Program Snapshot

12. Non-supervisory SROs comprised the majority of survey respondents (See *Figure 45*). The majority of respondents had between 1 and 6 years of experience as a SRO, with nearly half having 1 to 3 years of experience as a SRO (See *Figure 46*). The majority of current respondents did not complete the 2001 NASRO survey (See *Figure 47*).

13. Most surveyed officers have completed education beyond high school (See *Figure 48*) even though the bulk of their departments do not require SROs to have any post-high school education (See *Figure 49*).

14. Primary funding sources for SRO positions include law enforcement agency general budgets, federal COPS grants, and split/shared funding (approximately 25% of respondents for each category). Only 16% identified their school district's general budget at the primary source of funding (See *Figure 50*).

15. 81% of SROs do not receive incentive pay or additional benefits for serving as a SRO (See *Figure 51*).

16. A little more than half of the officers reported that they provide SRO services to schools during summer dates when school is not normally in session (See *Figure 52*).

17. 81% of the officers indicated that there is no ratio or formula used by their agency for assigning a specific number of officers to a school based upon the number of students at the school (See *Figure 53*).

18. The majority of school-based officers reported spending most of their time as a SRO performing the roles of counselor/mentor and instructor/teacher. 41% of the officers indicated that they spend the most time performing the role of law enforcement officer (See *Figure 54*).

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Position of Respondents

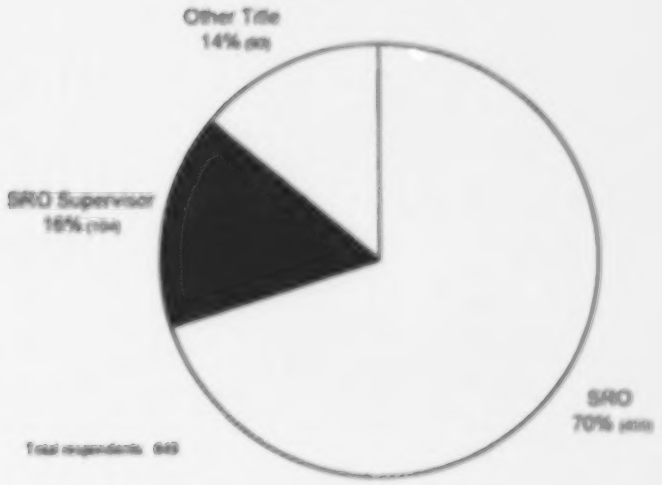

Figure 45

Total Number of Years as a SRO

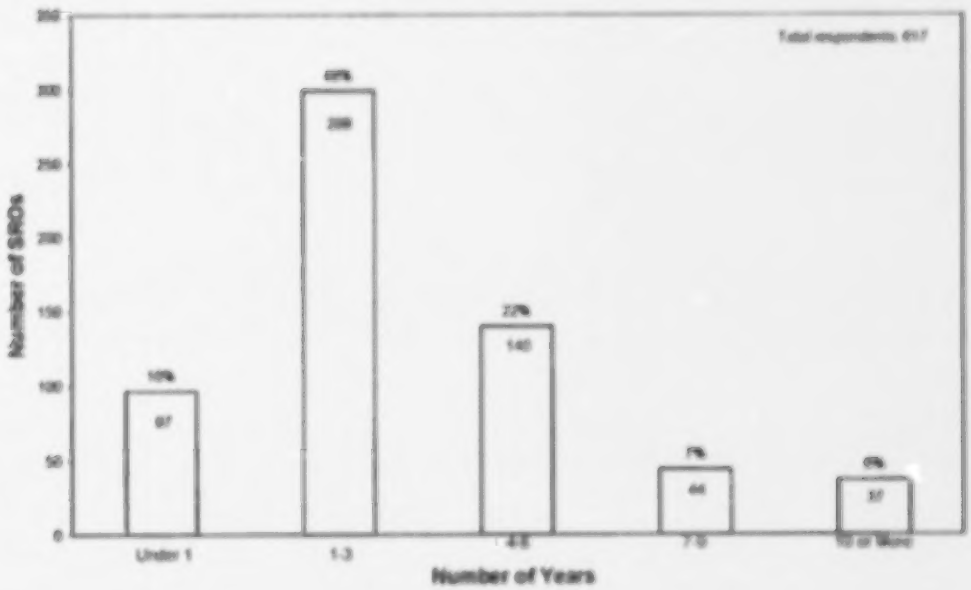

Figure 46

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Did You Complete the 2001 NASRO Survey?

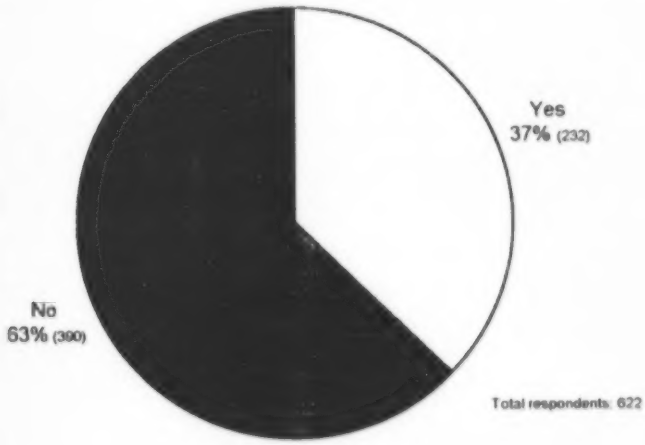

Figure 47

Highest Level of Education Completed

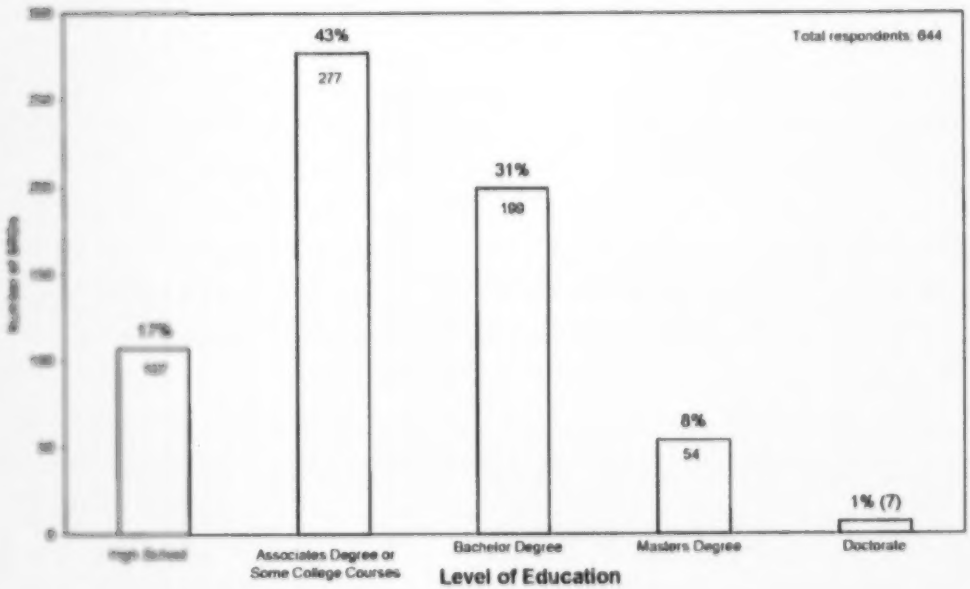

Figure 48

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Does Your Department Require a College Degree for Assignment as a SRO?

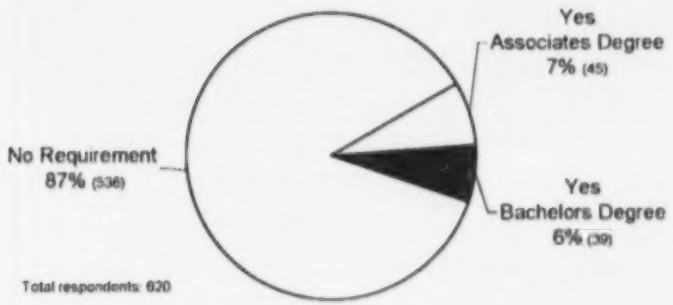

Figure 49

Primary Funding Source for SRO Position

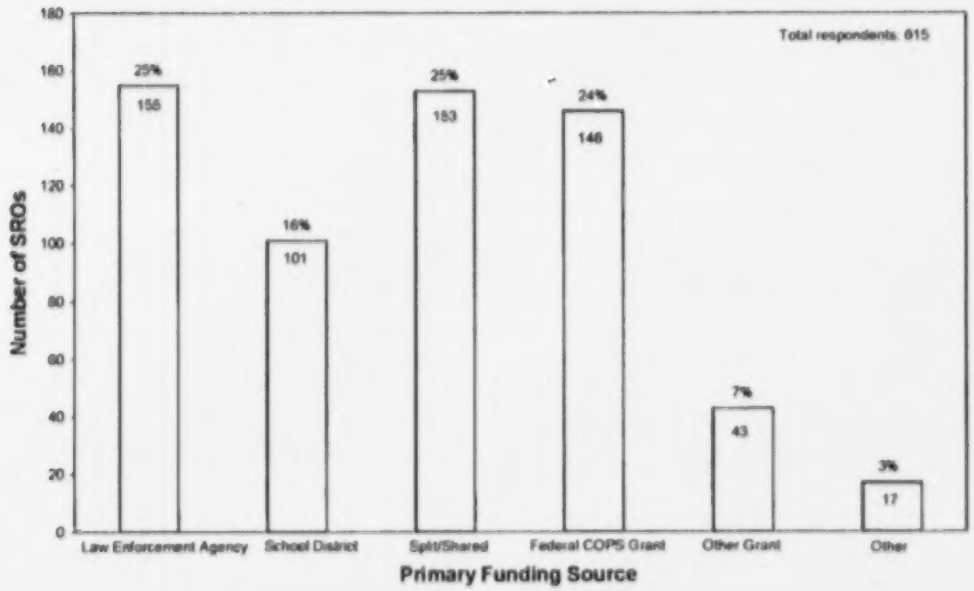

Figure 50

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Do You Receive Incentive Pay or Additional Benefits for Being Assigned as a SRO?

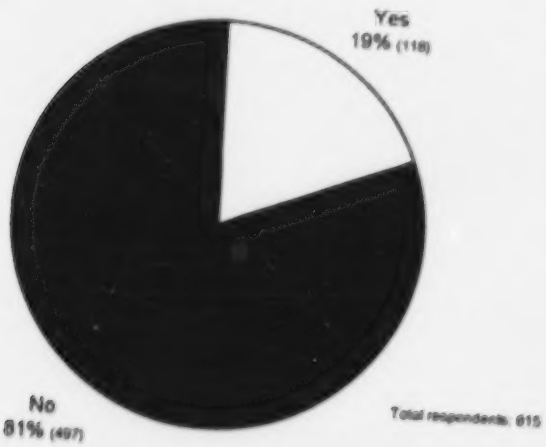

Figure 51

Do You Provide Service as a SRO to Schools During Summer Dates When School is Not Normally in Session?

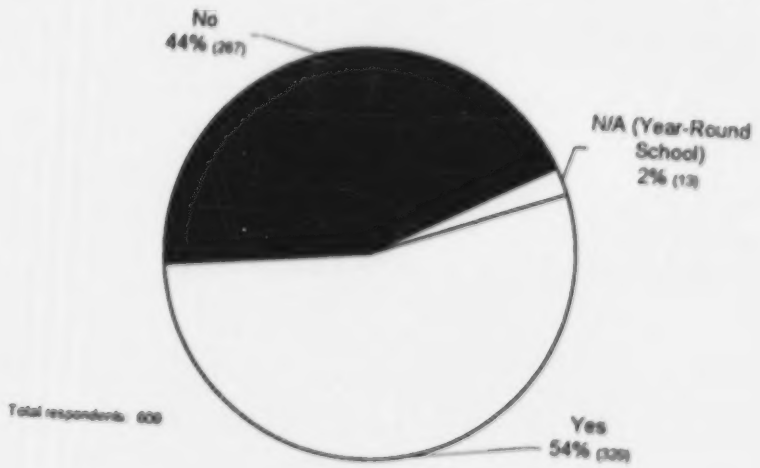

Figure 52

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Is There a Ratio or Formula Used for Assigning a Specific Number of Officers to a School Based Upon the Number of Students?

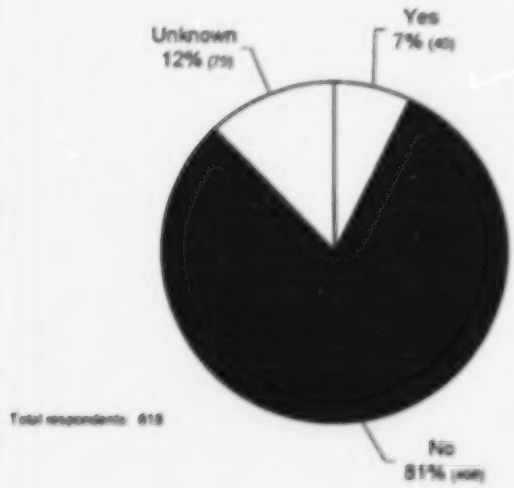

Figure 53

What Role Do You Typically Spend the MOST Time Conducting While Working as a SRO?

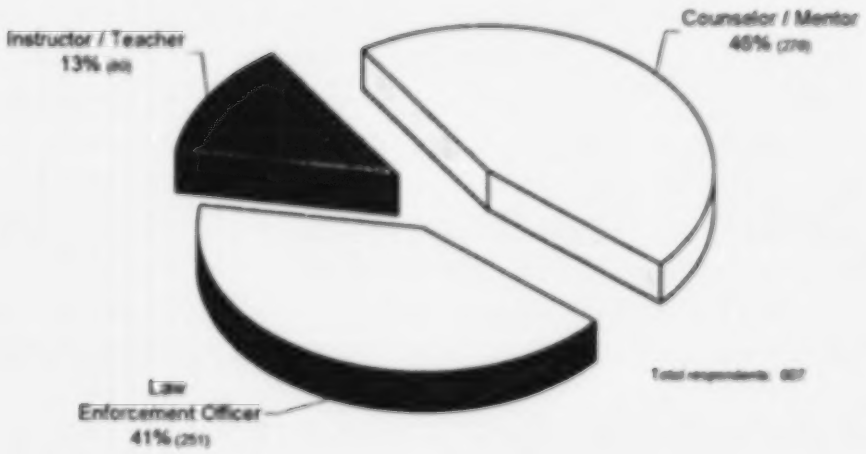

Figure 54

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APPENDIX 1

2001 NASRO School Resource Officer Survey Highlights

(based on a July, 2001, national survey of 689 school-based police officers)

SROs Prevent Serious, Violent Crime

*** 92% report preventing 1 to 25 violent acts per school year**

*** Over 94% state that students have reported to them violent acts or similar safety threats that the students believed were going to occur for an estimated total of 11,155 cases (average of 17 per officer) in their careers as SROs**

*** 67% report having prevented a school faculty or staff member from being assaulted by a student or other individual on campus for an estimated total 3,200 cases (average of 7 per officer)**

SROs Improve School Crime Reporting

*** 84% of SROs believe that crimes on school campuses nationwide are underreported to police.**

*** 86% report that the presence of a SRO on campus improves the accuracy of school crime reporting**

SROs Confiscate Weapons in Schools

*** 24% report having taken a loaded firearm from a student or other individual on campus for a total estimated 344 guns**

*** 87% report having taken knives or other bladed weapons from students or others for a total of 6,100**

SROs Primarily Focus on Prevention-Oriented Tasks

*** 91% report at least half of their job consisting of preventative duties. Only 7% said the majority of their emphasis is on enforcement and investigations.**

*** Over 81% report following the Triad SRO program model of counselor, law officer and classroom instructor**

Tasks Performed by School Resource Officers	% of Officers
One-on-one counseling with students	93%
Calls for service to classrooms	88%
Classroom instruction	87%
Crisis preparedness planning	83%
Security audits/assessments of school campuses	82%
Special safety programs/presentations	78%
Faculty/staff in-service presentations	75%
Truancy intervention	70%
Group counseling with students	69%
Supervising/coordinating non-athletic extracurriculars	60%
Field trip chaperone	57%
Parent organization presentations	57%
Coaching athletic programs	30%

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211DLXH

DATE:	November 19, 2002	PAGES:	2
TO:	Tk Mcdonald		
FROM:	Jeffrey C. Jones President		
RE:	**Developing Literacy and Workplace Skills**		

In his freshman year, Jaime was an at-risk student with poor literacy skills and low self-esteem, constantly in trouble, and suspended several times. He was placed in an alternative program where he improved his reading skills, became interested in computers, and was paired with a fantastic mentor. The mentor arranged for Jaime to volunteer in the computer information systems department at the large Tucson hospital where he worked. His supervisor was impressed not only by Jaime's computer expertise, but also with his interpersonal skills and the ease with which he carried on a conversation. After graduating, they offered him a full-time position and Jaime also began taking evening courses at the local college. Were it not for his experience in this literacy and job skills program and for the guidance of a wonderful mentor, Jaime may have fallen through the cracks and become involved in criminal activity. Instead, he has a good job with a great deal of opportunity for growth and further education. The program he participated in is based on ***Developing Literacy and Workplace Skills.***

Developing Literacy and Workplace Skills: Teaching for 21st Century Employment, by Marge Christensen Gould, is an example of effective classroom reform. This student-centered, success-oriented program based on the belief that all students, including those at risk, can and will succeed if they are given a self-paced program in a professional workplace setting that preserves their dignity and facilitates student and teacher interaction. A flexible, six-semester curriculum that helps students to develop literacy skills and 21st century workplace skills and competencies (SCANS), it outlines reorganizing the classroom as a professional workplace setting, using computers as central tools of instruction, and involves the community and mentors. This expansion of the traditional English program helps students become proficient in the reading, writing, thinking, and self-management skills needed to succeed in the workplace and in higher education. The program emphasizes goal-setting and career research and preparation. It also includes an evening class component for parents.

Developing Literacy and Workplace Skills has been tested for 15 years in Arizona high schools and has resulted in:

- **Dramatic achievement test gains:** Students gain an average of **2.1** years in reading comprehension per year. Pre and post writing samples from the students exhibit exceptional improvement, so much so that it's often difficult to believe that the same student wrote both papers 9 months apart.
- **Increased graduation rate**: **98 percent** of students who have completed the three-year program have graduated from high school—in a county that has a graduation rate of only 62 percent.
- **Enhanced student motivation:** Student's motivation in this program carries over to other classes as well.
- **Graduates who go on to higher education: 60 percent** of students who have completed the three-year program have continued on to some form of **higher education**—even though over 60 percent of students **entering the program pretest at or below a third grade reading level.**

This program is very effective with at-risk students, students with very poor literacy skills, ESL students, Special Education students, and students of poverty, and has been successful in helping close the gap between minority and non-minority students. It has been adapted for use in regular high schools, magnet high schools, alternative programs, adult literacy and workplace skills training, and juvenile probation education settings. It has been used in English classes, business classes, special education classes, reading programs, and vocational education programs.

On the attached page you will find information that can assist you in increasing the literacy of your students.

Developing Literacy and Workplace Skills: Teaching for 21st Century Employment

This **research-based resource**, by Marge Christensen Gould, is a flexible, six-semester curriculum that helps students to develop literacy skills and 21st century workplace skills and competencies (SCANS). ***Developing Literacy and Workplace Skills*** addresses many issues that educators are pressured to deal with today including:

- ***No Child Left Behind*** and state mandates to improve reading skills and test scores.
- The most diverse population in U.S. history requires new **methods of teaching** and learning to reach them.
- Requirements to incorporate technology as an instructional tool, not as a peripheral, in the classroom.
- Teacher frustration from being required to do more with less money in the budget and to be accountable for results. This book shows you how to **maximize your resources** through partnerships with many types of business and community organizations, including the courts, hospitals, corporations, etc.
- Teachers are being asked to **close the gap between non-minority and minority students**. This program helps minority students and students of poverty to set and achieve goals to achieve to their highest potentials.
- Discipline problems have forced teachers to leave the profession. With this program there are virtually **no discipline problems** because the teacher and students have new roles, and a support network for students.

"Our students are achieving academically, socially, and personally—the greatest tribute to an effective, replicable program and an effective educator. This is our fifth year of program implementation in Anderson County. This past year sixty-four students graduated from our alternate school—sixty-four students who would have been dropouts with all the misfortune that generally accompanies that label."

—Dr. Denise Wilburn, Director of Federal Projects, Anderson County Schools,Clinton, TN

Item # 211DLXH-BKF00118 **$59.95** 304-page curriculum, spiral bound, 8 1/2" x 11", CD-ROM, grades 9-12.

Other Helpful Resources

Motivational English for At-Risk Student, by Marge Christensen Gould, shows you how to use existing techniques for developing reading comprehension, writing skills, and vocabulary with at-risk students.

Item # 211DLXH-BKF00026 **$18.95,** 95 pages, perfect bound; grades K-12.

Breaking the Cycle of Failure, by Marie Carbo, demonstrates the specific reading styles and strategies that teachers have used to boost reading achievement and student motivation. With video footage from K-12 classrooms, you will see first-hand how low-income, multicultural school districts use this program effectively.

Item # 211DLXH-VIF00046 **$295.00,** three VHS videos, 57 minutes total; 72-page discussion guide; grades K-12.

Motivating Students Who Don't Care, by Allen Mendler, gives you proven strategies from the classroom for reawakening motivation in students who aren't prepared, don't care, and won't work. If your ongoing challenge today is finding ways to reconnect with the natural learner that exists in each of us so that your students are reawakened with excitement and enthusiasm, this is the resource to provide the solution.

Item # 211DLXH-BKF00102 **$9.95,** 76 pages, perfect bound; grades K-12.

Staff Development Opportunities

The authors of these resources are available for staff development workshops on many topics. For more information on staff development and training to implement these programs please call 1-888-763-9045.

Ordering Information

For more information, or to order the above resources, contact the National Educational Service at **1- 800-733-6786, fax 812-336-7790,** or e-mail sales@nesonline.com. All resources are backed by our 30-day no-risk guarantee. Please add 6% of the total for shipping and $4 handling inside of the U.S. Add 8% and $6 outside of the U.S. Visit www.nesonline.com to find more great resources to help you make a difference in the life of a child.

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